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Thesis

TRAVEL EXPERIENCES OF THE FIFTH GRADE CHILDREN IN TWO MASSACHUSETTS TOWNS

Submitted by

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(B.S. in Ed., Framingham State Teachers College, 1937)

In partial fulfillment of the

requirements for the degree

Master of Education

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CHAPTER I

THE PROBLEM

Today travel is recognized as an important factor in education. It is believed actual travel experiences help to make history and geography become alive and meaningful. Ross states, "Travel is the surest way to give our children realistic knowledge of what our country is and what it stands for."[1] Littledale adds, "Fortunate are the children in a family which has been inoculated with the desire to see the world. There is nothing from which children can gain more, if their travels are intelligently conducted."[2]

It was the purpose of this survey (1) to determine how much actual travel experience fifth grade children have had, and (2) to find out how the travel experiences of fifth grade children from a high economic level, residential town like Wellesley compare with those of the fifth grade children in a factory town of approximately the same size, such as Southbridge, Massachusetts.

Modern educators realize the great need of giving the children first-hand experiences in as many learning situations

1 Ruth Collison Ross, "We Discover America," Parents Magazine, 16:32, May 1942.

2 Clara Savage Littledale, "Travel Together," Parents Magazine, 14:17, April 1939.

as possible. Zirbes believes, "How well they learn anything, how readily they recall it for use in further learning or living depends on the relation of new experiences to experiences already lived." She goes on to say, "Experiences must expand the children's horizons, widening their world from home to neighborhood to community and beyond in contact, communication, travel, and identifcation, until far places, strange peoples and different cultures are within their ken."[1]

1 Laura Zirbes, "Children Need Experiences," Childhood Education, 25:51, October 1948.

CHAPTER II

REVIEW OF LITERATURE AND RESEARCH

It is a debatable factor whether fifth grade children are old enough to gain meaning from their travel experiences. Brown declares:

> To rediscover America, to have the tedium of travel routed by excitement or the routine lifted into adventure, we have only to see the country through the eleven year old eyes. The eleven year old is neither too young to remember nor too old to show amazement. His curiosities are endless, active, underfed, and indiscriminate. He is unashamedly responsive.....It is nothing at eleven to riding up a canyon on a Western saddle, wearing your own cowboy hat; to the sight of your first herd of buffalo; to sleeping in a log cabin, knowing that coyotes and possibly bears and mountain lions are outside.....[1]

Langdon[2] says children of all ages really are traveling today either by car, by train, by boat, or by plane.

Curtis[3] reported in 1936 that our 127,000,000 people drive on the average of 3,000 miles a year. He points out that we have not yet seen the way to direct this travel along educational lines.

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1 John Mason Brown, "Westward Ho!" Saturday Review of Literature, 31: 34-38, September 11, 1948.

2 Grace Langdon, "Traveling with Children," National Parent Teacher, 42:19, November 1947.

3 Henry S. Curtis, "A Traveler's Guide," Education, 56: 362, February 1936.

"And why is travel desirable?" asks Littledale. "Because it is the mark of an alive, receptive, explorative spirit - the expression of an attitude of mind, while enjoying the tried and true, the familiar and dear, sees the desirability of new viewpoints, wider horizons, deeper understandings, and appreciations."[1]

Crawford and McDonald believe that in the teaching of geography there is no adequate substitute for travel. They have found out that geography can be more effectively learned by going and seeing than by any other method.[2]

"A child, through travel, finds that he is a part of a continuing race," says Magee.[3] She believes one has the opportunity to find out how others live, both now and in the past, and will gain a sense of values and a sense of time that will help one to decide more wisely how he will live his own life.

Today travel is an important leisure time activity. Thralls and Reeder consider travel worth-while leisure occupation, for it not only gives pleasure but develops a broader outlook and helps to create more sympathetic understanding.[4]

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1 Clara Savage Littledale, "Travel Together," Parents Magazine, 14:17, April 1939.

2 Claude C. Crawford, Lois P. McDonald, Modern Methods in Teaching Geography (Boston: Houghton Mifflin Co., 1929), p. 143.

3 Catherine Fowler Magee, "Pack Up and Travel," Parents Magazine, 16:86, May 1941.

4 Zoe A. Thralls, Edwin H. Reeder, Geography of the Elementary School (New York: Rand McNally Company, 1931), p. 27.

It is to be noted that it is not the number of miles we cover nor the number of places we visit that is most important. Cairns[1] stresses the attitude of observation while traveling rather than distances.

In order to gain the utmost from travel, it is essential to build up a background of understandings which will provide an adequate foundation for making the travel experiences meaningful. Ross[2] tells how they sought out encyclopedias and reference books along the way so as to check information picked up. This writer states that from her experience she learned more American history than she ever did in school.

Bass writes, "For us much that we had read and learned about these French and English, the people culturally perhaps closest to us, was made vivid and unforgettable through our trip to Canada."[3]

Shaw[4] not only believes in library research before one's visit, but also feels that re-examination of the literature after the journey helps to clarify and emphasize impressions gained on the trip.

Another factor that can help travel to be more meaning-

1 Patience Cairns, "In Defense of Travel," Progressive Education, 25:130, May 1948.

2 Ruth Collison Ross, "We Discover America," Parents Magazine, 16:33, May 1942.

3 Agnes N. Bass, "Take the Children's Crusade," Parents Magazine, 14:35, June 1939.

4 Earl B. Shwa, "Educational Values in Travel," Education, 60: 201-2, December 1939.

ful is to have it under the supervision of one trained to interpret what one sees. Shaw[1] says that maps are a source of invaluable information and should accompany every traveler. One can trace the course of the journey and enter on the map any pertinent facts as they are observed.

Shaw[2] also states that people who travel off the beaten path increase their geographic background more than the person who does not take time for such excursions. In this way one usually gets a truer picture of native life. He also considers it of great educational value to be able to speak the language you will encounter if you are doing foreign travel.

A vital part in making a trip successful is the careful planning of it. Langdon[3] suggests that children be allowed to help in planning the trip. In this way the fun is increased for them. Magee[4] believes if children are old enough to use maps they can have nearly as much fun planning trips as they do taking them. Magee[5] also states that travel is a great indoor sport for the whole family before you start,

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1 Loc. cit.

2 Ibid., pp. 203-204.

3 Grace Langdon, "Traveling with Children," National Parent Teacher, 42:20, November 1947.

4 Catherine Fowler Magee, "Pack Up and Travel," Parents Magazine, 16:29, May 1941.

5 Ibid., p. 9.

and once on the road or rails, you will wonder you didn't start sooner.

Crawford and MacDonald[1] think any well taught geography course should arouse the pupil's desire to go places and to see things. Thralls and Reeder add, "Geography can be so taught that children will go homeclamoring to be taken to watch the geysers in Yellowstone Park."[2]

Curtis[3] feels we should have a directory of the great sights in America ready to hand to our pupils. He would tell them to see as many of the places as possible and to check off each place as it was visited.

Sabloff[4] believes if travel is education at first hand, it should begin with the teen-ager through the school so that he can learn not only about his immediate community but about his city and country. She feels that this program should be enlarged upon and continued through high school and college.

If this program were followed, Sabloff[5] thinks it would provide stimulation to lift young Americans above the absorp-

1 Claude C. Crawford, Lois P. McDonald, Modern Methods in Teaching Geography (Boston: Houghton Mifflin Co., 1929)p.20.

2 Zoe A. Thralls, Edwin H. Reeder, Geography in the Elementary School (New York: Rand McNally Company, 1931), p. 27.

3 Henry S. Curtis, "A Traveler's Guide," Education, 56:363, February 1936.

4 Janet Sabloff, "Traveler's Notebook," The Survey, 85:59, January 1949.

5 Loc. cit.

tion and satisfaction of comic strips and second-rate movies. Not only that, but it would make for more intelligent citizens because our people would be more roundly informed about their own country and become more curious about other countries.

The time to develop understandings is when a person is young. Taba writes:

> At the convocation of the University of the State of New York, Beardsley Ruml, treasurer of the R. H. Macy and Company preached, 'It would be logical to provide that every boy and girl between the ages of twelve and fifteen, who could qualify in terms of a basic school preparation, would have five thousand miles of travel in the various parts of the United States'.[1]

Curtis[2] not only believes in traveling as widely as possible, but thinks it a most enriching experience to live for a while in different parts of our country. She advocates going to college at the opposite end of America from your home town. She pleads for us not to allow children to become too provincial.

Today distances seem much less between the different sections of the United States due to new leisure-time inventions. Keohane and Keohane tell:

> State lines mean less now than fifty years ago. Automobiles cross state lines as often as people formerly crossed city limits. The great intermingling of people from different states has created better understanding

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1 Hilda Taba, "Travel for Developing Tolerance," Elementary School Journal, 48: 189-90, December 1944.

2 Helen Perry Curtis, "Travel is a Liberal Education," Parents Magazine, 13:20, April 1938.

> among Americans. Not only that, but the millions of Americans who go to Canada and Mexico by automobile every year help to create a spirit of good will toward our neighboring countries.[1]

Before learning about other countries, children should have as much knowledge as possible about their own country. If travel is the best way of giving children a realistic knowledge of what our country is they should have as many travel experiences in their own country as possible.

Of course, we need to know about other countries in order to develop a better spirit of good will and a better understanding between peoples. Such travel is of great value. Bass[2] states that it comes naturally to children to want to visit foreign countries. Curtis[3] knows that children's lives cannot help but be richer if they can have a chance to learn through first hand experience how people live in foreign countries. "Travel has always been regarded as an important aid to international understanding," declares Taba.[4]

Another very valuable asset gained from foreign travel is told by Chancellor:

> Travel is a prophylactic against war. The traveler sees the advantages and disadvantages, the good and the evils of home and of foreign parts by comparison and

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1 Mary Pieters Keohane, Robert E. Koehane, Exploring Your Community (New York: Harcourt, Brace & Co., 1940), p. 228.

2 Agnes N. Bass, "Take the Children to Canada," Parents Magazine, 14:20, April 1938.

3 Helen Perry Curtis, "Travel is a Liberal Education," Parents Magazine, 13:20, April 1938.

4 Hilda Taba, "Travel for Developing Tolerance," Elementary School Journal, 48:189, December 1944.

contrast. He is less likely to hate and far more likely to sympathize.[1]

Summarizing the facts brought out in tnis review of literature we find that travel experiences are valuable in the following ways:

1. Make geography and history become alive and meaningful.
2. Arouse interest and a desire for further study.
3. Develop deeper understandings and appreciations of people and their surroundings.
4. Bring pleasure to individuals or to whole families.
5. Aid in developing better international understanding.
6. Act as a prophylactic against war.
7. Develop more intelligent citizens.
8. Make a worth-while leisure time activity.
9. Promote a desire to travel more extensively.

A Study concerned with travel experiences of children was carried on by Elsie Byrd Nickens[2] in 1947. Her study dealt with the travel experiences of three hundred Negro children in grades four through eleven in Lancaster County, Virginia. The results from the questionnaires Miss Nickens sent out showed that few people in Lancaster County owned their own vehicles and that people were dependent upon public means of transportation. It also indicated that the children had not

1 William Estabrook Chancellor, Educational Sociology (New York: The Century Company, 1919), p. 200.

2 Elsie Byrd Nickens, "Travel Experiences of Negro Children in Lancaster County, Virginia," (unpublished Master's Thesis, Boston University School of Education, Boston, 1947).

traveled very much in the South or in the West and that airplane travel was very limited. The pupils had very little realistic knowledge of oceans and mountains. The questionnaire also showed that wide use was being made of attending the movies.

The definite conclusions reached in Miss Nicken's study are listed below:

1. More travel should be encouraged in Lancaster County.
2. Teachers should use the persons who have traveled to tell of their experiences in the classroom.
3. The social studies should include descriptions of interesting places so that the desire to travel may be motivated.
4. An appreciation of the values of travel should be taught.
5. Children should be encouraged to see as many different historic and interesting places as are available when traveling.
6. Excursions and trips should be planned.[1]

1 Ibid., p. 32-33.

CHAPTER III

PROCEDURE FOR THE STUDY

The purpose of this study was to find out and compare the travel experiences of fifth grade children in Wellesley, Massachusetts, and in Southbridge, Massachusetts.

A travel questionnaire was constructed and approved before being administered. A set of questionnaires and a copy of directions for administering the questionnaire were sent to all fifth grade teachers in both towns. A copy of the questionnaire and a copy of the directions for the teacher are on the following pages.

All questions in Part I of the questionnaire required Yes or No for an answer. Pupils were to answer Yes only if they clearly remembered something about the experience. The first eight questions were concerned with ways of traveling. The ways included were by bus, subway, train, canoe, ferryboat, aerial tramway, and airplane. The last five questions were concerned with definite places which they might have visited. The places listed were Boston, New York City, Washington, D.C., Plymouth, Massachusetts, and Concord and Lexington, Massachusetts.

Part II contained three questions concerned with the farthest distances the children had traveled in Massachusetts,

I.

Answer the following questions by drawing a circle around either "Yes" or "No".
Answer "Yes" only if you can clearly remember something about the experience.

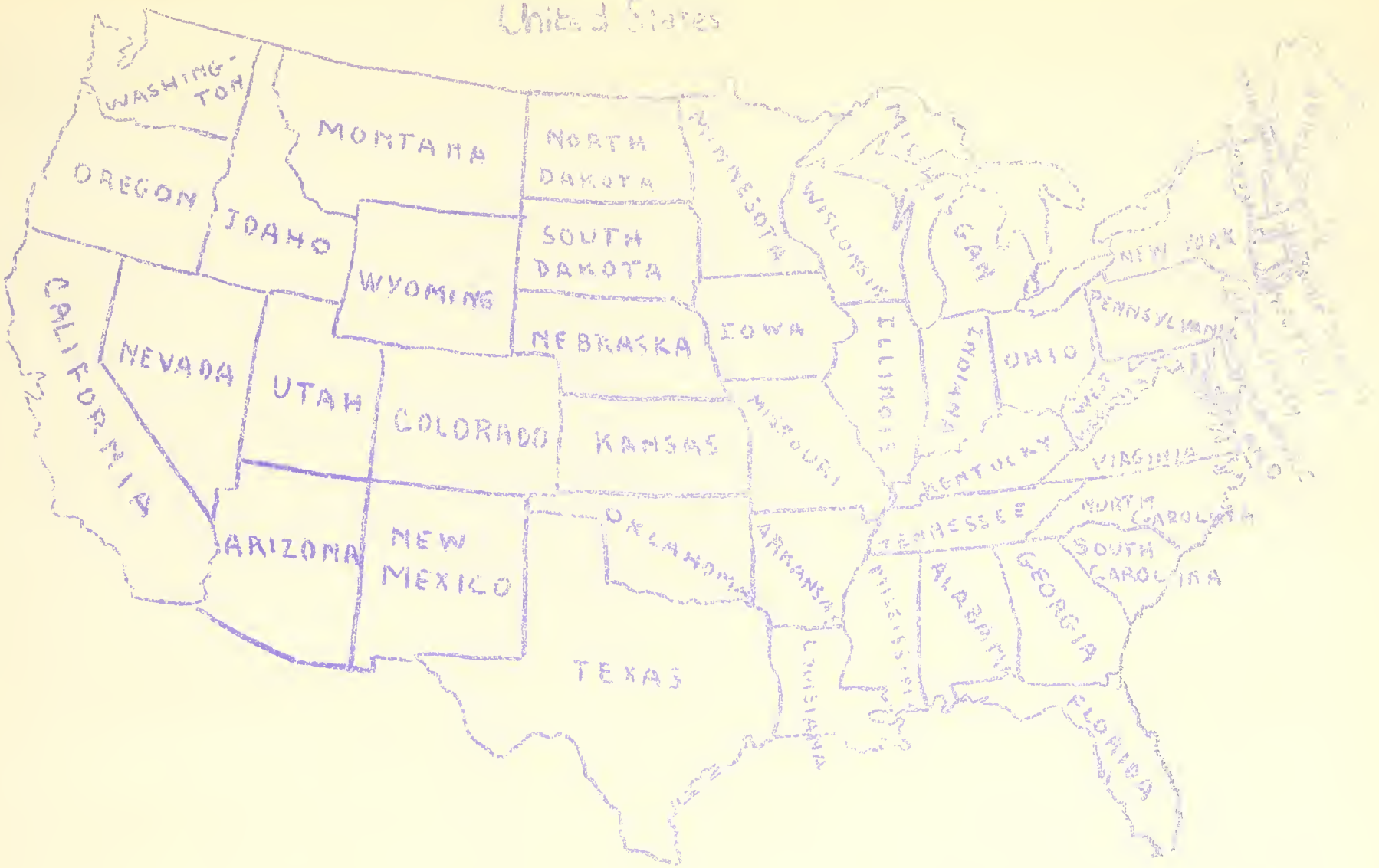
1. Have you ever had a ride on a bus? Yes No
2. Have you ever had a ride in a subway? Yes No
3. Have you ever had a ride on a train? Yes No
4. Have you ever had a ride in a canoe? Yes No
5. Have you ever had a ride on a ferryboat? Yes No
6. Have you ever had a ride on an aerial tramway? Yes No
7. Have you ever been on an airplane trip, leaving from one airport and landing at another airport? Yes No
8. Have you ever taken a trip on a passenger boat on the ocean? Yes No
9. Have you ever been to Boston? Yes No
10. Have you ever been to New York City? Yes No
11. Have you ever been to Washington, D.C. Yes No
12. Have you ever been to Plymouth, Mass.? Yes No
13. Have you ever been to Concord and Lexington, Mass.? Yes No

II.

1. What is the name of the city in Massachusetts that you have visited that is farthest from your home? ----------
2. What is the name of the city in the United States that you have visited that is farthest from your home? ----------
3. Have you traveled in any countries outside of the United States? ------- Name the countries. ----------

II

United States



PUT AN "X" IN THE MIDDLE OF EVERY STATE IN WHICH YOU HAVE TRAVELED IF YOU CAN CLEARLY REMEMBER SOMETHING ABOUT IT. MARK CAREFULLY

For the Teacher

This questionnaire is being given to find out the travel experiences of fifth grade children in Wellesley and of fifth grade children in Southbridge.

I appreciate your help in participating in this study in order to make it a success.

1. Have pupils understand this is not a test.

2. No name is necessary.

3. Fill in the name of the school and circle whether Boy or Girl.

4. Stress the fact that in Part I they are to answer "Yes" only if they clearly remember the experience.

5. Explain any words or questions not clearly understood.

6. Individual help in spelling may be necessary in Part II.

7. If the travel experiences have been meaningful Parts II and III should not be difficult. If there are difficulties perhaps you will let the children ask questions at home.

   Do not send the questionnaire home. Redistribute the questionnaire to pupils desiring to add any information.

8. Please have the pupils use a colored crayon or pencil - red preferred - to do Part III. Mark clearly. Place an "X" in each state in which they have traveled if they can clearly remember something about it.

9. Southbridge teachers return questionnaires to the Superintendent as soon as possible. Wellesley teachers return questionnaires to Elizabeth Sherman, Perrin School, as soon as possible.

in the United States, and in countries outside the United States.

Part III contained an outline map of the United States. The pupils were to mark an "X" on every state in which they had traveled if they could clearly remember something about it.

The questionnaires were returned and the results tabulated.

CHAPTER IV

ANALYSIS OF DATA

This study was carried on not only to find out how much actual travel experience fifth grade children had had, but to find out how the travel experiences of fifth grade children from a high economic level, residential town like Wellesley compared with those from a factory town of approximately the same size, such as Southbridge, Massachusetts.

Table I shows the total number of pupils answering the questionnaires.

TABLE I

TOTAL NUMBER OF FIFTH GRADE CHILDREN IN TWO TOWNS ANSWERING THE QUESTIONNAIRE

Town	Boys	Girls	Total
Wellesley	119	124	243
Southbridge	79	54	133
Total	198	178	376

There were 376 pupils answering the questionnaires - 198 were boys and 178 were girls.

There were 110 more pupils answering the questionnaire in Wellesley than in Southbridge. This difference was due to the fact that Wellesley has no parochial schools and Southbridge has five. In Southbridge the questionnaire was

used only in the public schools.

The first part of the questionnaire was concerned with the ways fifth grade children had traveled. They were to answer "Yes" only if they could clearly remember something about the experience.

Table II shows the number of fifth grade children in both towns that had ridden on a bus.

TABLE II

THE NUMBER AND PERCENTAGE OF THE TOTAL FIFTH GRADE GROUP (198 BOYS AND 178 GIRLS) IN TWO TOWNS HAVING BEEN FOR A RIDE ON A BUS

Town	Boys		Girls		Total	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
Wellesley	119	100.00	123	99.19	242	99.59
Southbridge	77	97.47	54	100.00	131	98.50
Total	196	98.99	177	99.44	373	99.20

Riding on a bus was an experience common to all but three children. One girl in Wellesley and two boys in Southbridge had never ridden on a bus.

Table III shows the number of fifth grade children in both towns that had ridden in a subway.

Approximately the same percentage of fifth grade boys and girls in both towns had ridden in a bus. There was a marked difference, however, between the percentage of Wellesley fifth grade pupils and the percentage of Southbridge fifth grade pupils that had traveled in a subway.

TABLE III

THE NUMBER AND PERCENTAGE OF THE TOTAL FIFTH GRADE GROUP (198 BOYS AND 178 GIRLS) IN TWO TOWNS HAVING BEEN FOR A RIDE IN A SUBWAY

	Boys		Girls		Total	
Town	Number	Per Cent	Number	Per Cent	Number	Per Cent
Wellesley	110	92.44	111	89.52	221	90.95
Southbridge	33	41.77	20	37.04	53	39.85
Total	143	72.22	131	73.60	274	72.87

In Wellesley 90.95 per cent of the pupils had traveled in a subway, while only 39.85 per cent of the Southbridge pupils had done so. Thus, 51.10 per cent more Wellesley pupils than Southbridge pupils had been for a ride in a subway. Wellesley pupils live thirteen miles from Boston. Southbridge pupils live 59 miles from Boston. This being the case, Wellesley pupils have a much greater opportunity to travel by subway.

Table IV shows how many fifth grade pupils in both towns had ridden on a train.

TABLE IV

THE NUMBER AND PERCENTAGE OF THE TOTAL FIFTH GRADE GROUP (198 BOYS AND 178 GIRLS) IN TWO TOWNS HAVING BEEN FOR A RIDE ON A TRAIN

	Boys		Girls		Total	
Town	Number	Per Cent	Number	Per Cent	Number	Per Cent
Wellesley	112	94.12	118	95.16	230	94.65
Southbridge	44	55.70	26	48.15	70	52.63
Total	156	78.79	144	80.90	300	79.79

It was interesting to find out that only 52.63 per cent or a little more than half of the fifth grade pupils in Southbridge had ever had the experience of riding on a train. In Wellesley 94.65 per cent of the fifth grade children, or all but thirteen out of 243 pupils had had this travel experience. There were 42.02 per cent more Wellesley pupils than Southbridge pupils that had ridden on a train. The residents of Wellesley have good train service. There are no railroad lines running into Southbridge. The nearest station to Southbridge is Putnam, Connecticut, which is sixteen miles away. The next nearest station is at Worcester, Massachusetts, which is twenty-two miles from Southbridge. This helps to explain the great difference between the amount of train travel of the pupils in these two towns. Approximately the same percentage of boys and girls had been for a train ride.

Table V shows how many fifth grade children in both towns had been for a ride in a canoe.

TABLE V

THE NUMBER AND PERCENTAGE OF THE TOTAL FIFTH GRADE GROUP (198 BOYS AND 178 GIRLS) IN TWO TOWNS HAVING BEEN FOR A RIDE IN A CANOE

	Boys		Girls		Total	
Town	Number	Per Cent	Number	Per Cent	Number	Per Cent
Wellesley	86	72.27	58	46.77	144	59.26
Southbridge	39	49.37	25	46.29	64	48.12
Total	125	63.13	83	46.63	208	55.32

Only 55.32 per cent or a little more than one-half of all the pupils in both towns had ridden in a canoe. In Wellesley 59.26 per cent of the pupils had been for a canoe ride. In Southbridge 48.12 per cent of the pupils had had a similar experience.

Practically the same percentage of girls in both towns had been for a canoe ride. In both towns a greater percentage of boys than girls had been for a ride in a canoe. In Wellesley about 26 per cent more boys than girls had been for a canoe ride. About 23 per cent more boys in Wellesley than in Southbridge had traveled by canoe. Both towns have available rivers or lakes for canoeing.

Table VI shows how many fifth grade children in both towns had ridden on a ferryboat.

TABLE VI

THE NUMBER AND PERCENTAGE OF THE TOTAL FIFTH GRADE GROUP (198 BOYS AND 178 GIRLS) IN TWO TOWNS HAVING BEEN FOR A RIDE ON A FERRYBOAT

	Boys		Girls		Total	
Town	Number	Per Cent	Number	Per Cent	Number	Per Cent
Wellesley	62	52.10	64	51.61	126	51.85
Southbridge	26	32.91	10	18.52	36	27.07
Total	88	44.44	74	41.57	162	43.09

There were only 43.09 per cent of all the pupils who had ever been for a ride on a ferryboat. A little more than one half, or 51.85 per cent of the pupils in Wellesley had had

that experience of traveling by ferryboat while a little more than one fourth, or 27.07 per cent of the Southbridge pupils had had the same experience.

There was less than one per cent difference between the boys and girls in Wellesley who had traveled by ferry-boat. In Southbridge 14.39 per cent more boys than girls had traveled by ferryboat.

Table VII shows the number of fifth grade pupils in both towns that had traveled by aerial tramway.

TABLE VII

THE NUMBER AND PERCENTAGE OF THE TOTAL FIFTH GRADE GROUP (198 BOYS AND 178 GIRLS) IN TWO TOWNS HAVING BEEN FOR A RIDE ON AN AERIAL TRAMWAY

	Boys		Girls		Total	
Town	Number	Per Cent	Number	Per Cent	Number	Per Cent
Wellesley	19	15.97	19	15.32	38	15.64
Southbridge	3	3.80	1	1.85	4	3.01
Total	22	11.11	20	11.24	42	11.17

Riding on an aerial tramway had been experienced by 11.17 per cent of the total pupils in both towns. Wellesley pupils had traveled 12.63 per cent more by aerial tramway than had the Southbridge pupils. Approximately the same percentage of boys and girls had shared in this type of travel.

Table VIII shows the number of fifth grade pupils in both towns having been on a trip in an airplane that left from one airport and landed at another airport.

TABLE VIII

THE NUMBER AND PERCENTAGE OF THE TOTAL FIFTH GRADE GROUP (198 BOYS AND 178 GIRLS) IN TWO TOWNS HAVING BEEN FOR A RIDE IN AN AIRPLANE

Town	Boys		Girls		Total	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
Wellesley	23	19.33	15	12.10	38	15.64
Southbridge	9	11.39	0	0	9	6.77
Total	32	16.16	15	8.43	47	12.50

Travel by airplane had been experienced by 12.50 per cent of all the pupils in both towns. Wellesley pupils had traveled 8.87 per cent more by plane than had the Southbridge pupils. A larger percentage of boys than girls had traveled by plane. None of the girls in Southbridge had ever been for a ride in an airplane while 12.10 per cent of the girls in Wellesley had had such an experience.

Table IX shows the tot al number of fifth grade pupils in both towns that had taken a trip on a passenger boat on the ocean.

TABLE IX

THE NUMBER AND PERCENTAGE OF THE TOTAL FIFTH GRADE GROUP (198 BOYS AND 178 GIRLS) IN TWO TOWNS HAVING BEEN FOR A TRIP ON A PASSENGER BOAT ON THE OCEAN

Town	Boys		Girls		Total	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
Wellesley	46	36.66	45	36.29	91	37.45
Southbridge	16	20.25	7	12.96	23	17.29
Total	62	31.31	52	29.21	114	30.32

Travel by passenger boat on the ocean had been experienced by 30.32 per cent of the entire number of pupils in both towns. Wellesley pupils had traveled 20.16 per cent more by passenger boat than had the Southbridge pupils. Approximately the same percentage of boys and girls in Wellesley had traveled by passenger boat, but there were 7.29 per cent more boys than girls in Southbridge that had traveled in this way.

The last five questions in Part One of the questionnaire were asked to find out the total number of fifth grade children in both towns that had ever been to Boston, New York City, Washington, D.C., Plymouth, Massachusetts, or Concord and Lexington, Massachusetts.

Table X shows the total number of fifth grade pupils in both towns having visited Boston.

TABLE X

THE NUMBER AND PERCENTAGE OF THE TOTAL FIFTH GRADE GROUP (198 BOYS AND 178 GIRLS) IN TWO TOWNS HAVING BEEN TO BOSTON

	Boys		Girls		Total	
Town	Number	Per Cent	Number	Per Cent	Number	Per Cent
Wellesley	117	98.31	122	98.39	239	98.35
Southbridge	61	77.22	34	62.96	95	71.42
Total	178	89.90	156	87.64	334	88.83

Out of the total number of pupils in both towns 88.83 per cent had been to Boston. All but four Wellesley pupils, two boys and two girls, had been to Boston. In Southbridge eighteen boys and twenty girls, or a total of thirty-eight

pupils, had never been to Boston. Thus, 26.93 per cent more Wellesley pupils than Southbridge pupils had been to Boston. Southbridge is 59 miles from Boston and Wellesley is only 13 miles from Boston. Therefore, one can understand why more Wellesley pupils had visited this city. Just about the same percentage of boys and girls in Wellesley had visited Boston, but 14.26 per cent more boys than girls in Southbridge had visited the capital of Massachusetts.

Table XI shows the total number of fifth grade children in both towns that had visited New York City.

TABLE XI

THE NUMBER AND PERCENTAGE OF THE TOTAL FIFTH GRADE GROUP (198 BOYS AND 178 GIRLS) IN TWO TOWNS HAVING BEEN TO NEW YORK CITY

	Boys		Girls		Total	
Town	Number	Per Cent	Number	Per Cent	Number	Per Cent
Wellesley	54	45.38	52	41.94	106	43.62
Southbridge	21	26.58	7	12.96	28	21.05
Total	75	37.88	59	33.15	134	35.64

New York City had been visited by 35.64 per cent of the total number of pupils. The largest city in the United States had been visited by 22.57 per cent more Wellesley pupils than Southbridge pupils. Out of the total number of 376 boys and girls, 4.73 per cent more boys than girls had been to New York City.

Table XII shows the number of children in both towns having visited Washington, D. C.

TABLE XII

THE NUMBER AND PERCENTAGE OF THE TOTAL FIFTH GRADE GROUP (198 BOYS AND 178 GIRLS) IN TWO TOWNS HAVING BEEN TO WASHINGTON, D.C.

	Boys		Girls		Total	
Town	Number	Per Cent	Number	Per Cent	Number	Per Cent
Wellesley	14	11.76	19	15.32	33	13.58
Southbridge	1	1.27	2	3.70	3	2.26
Total	15	7.58	21	11.80	36	9.57

Out of 376 children only 36 or 9.57 per cent had ever visited the nation's capital city. Wellesley had 13.58 per cent of her pupils that had visited Washington, while Southbridge had 2.26 per cent of her pupils who had ever visited there. The results showed that 4.22 per cent more girls than boys had been to Washington, D.C. This city had been visited by 11.32 per cent more Wellesley pupils than Southbridge pupils.

Table XIII shows how many fifth grade children in two towns had visitedPlymouth, Massachusetts.

TABLE XIII

THE NUMBER AND PERCENTAGE OF THE TOTAL FIFTH GRADE GROUP (198 BOYS AND 178 GIRLS) IN TWO TOWNS HAVING BEEN TO PLYMOUTH, MASSACHUSETTS

	Boys		Girls		Total	
Town	Number	Per Cent	Number	Per Cent	Number	Per Cent
Wellesley	77	64.71	91	73.39	168	69.14
Southbridge	12	15.19	10	18.51	22	16.54
Total	89	44.95	101	51.74	190	50.53

The historical city of Plymouth, Massachusetts, had been visited by 50.53 per cent of all the pupils. Wellesley had 52.60 per cent more children than Southbridge children that had visited Plymouth. This town had been visited by 6.79 per cent more boys than girls.

Table XIV shows the number of fifth grade pupils in Wellesley and Southbridge that had visited Concord and Lexington, Massachusetts.

TABLE XIV

THE NUMBER AND PERCENTAGE OF THE TOTAL FIFTH GRADE GROUP (198 BOYS AND 178 GIRLS) IN TWO TOWNS HAVING BEEN TO CONCORD AND LEXINGTON

	Boys		Girls		Total	
Town	Number	Per Cent	Number	Per Cent	Number	Per Cent
Wellesley	79	66.39	74	59.68	153	62.96
Southbridge	9	11.39	5	9.26	14	10.53
Total	88	44.44	79	44.38	167	44.41

The historical towns of Concord and Lexington had been visited by 44.41 per cent of the total number of pupils in both towns. It is to be noted that 62.96 per cent of the Wellesley pupils had traveled to Concord and Lexington, while only 10.53 per cent of the Southbridge pupils had had the same experience. These towns had been visited by 52.43 per cent more Wellesley pupils than Southbridge pupils. The great difference is undoubtedly due to the fact that Wellesley is located much nearer to these two towns. Out of the total

number of boys and girls approximately the same per cent had visited these two famous New England towns.

Part Two of the questionnaire was concerned with the farthest distances the children had traveled in Massachusetts, in the United States, and in countries outside the United States.

The most distant cities in Massachusetts visited by the pupils were grouped into ten mile zones from either Wellesley or Southbridge. Figure 1 is a map of Massachusetts showing the ten mile zones from Wellesley. Figure 2 is a map of Massachusetts showing the ten mile zones from Southbridge. Table XV shows the number of boys and girls in Wellesley and in Southbridge that had traveled in each of nine zones.

TABLE XV

THE MOST DISTANT CITIES VISITED IN MASSACHUSETTS BY THE FIFTH GRADE CHILDREN IN TWO TOWNS ARRANGED INTO TEN MILE ZONES

		Wellesley				Southbridge					
Zone	Mileage from home	Boys	Girls	Total	Per Cent	Boys	Girls	Total	Per Cent	Total Boys and Girls	Total Per Cent
I	0-10	20	23	43	17.70	2	0	2	1.50	45	11.97
II	10-20	9	8	17	7.00	5	7	12	9.02	29	7.71
III	20-30	13	24	37	15.23	10	12	22	16.54	59	15.69
IV	30-40	6	3	9	3.70	41	22	63	47.37	72	19.15
V	40-50	2	4	6	2.47	5	3	8	6.02	14	3.72
VI	50-60	25	26	51	20.99	8	5	13	9.77	64	17.02
VII	60-70	4	3	7	2.88	4	2	6	4.51	13	3.46
VIII	70-80	13	14	27	11.11	0	0	0	0	27	7.18
IX	80-90	19	12	31	12.76	1	0	1	.75	32	8.51
No Answer		8	7	15	6.17	3	3	6	4.51	21	5.59
Total Pupils		119	124	243		79	54	133		376	

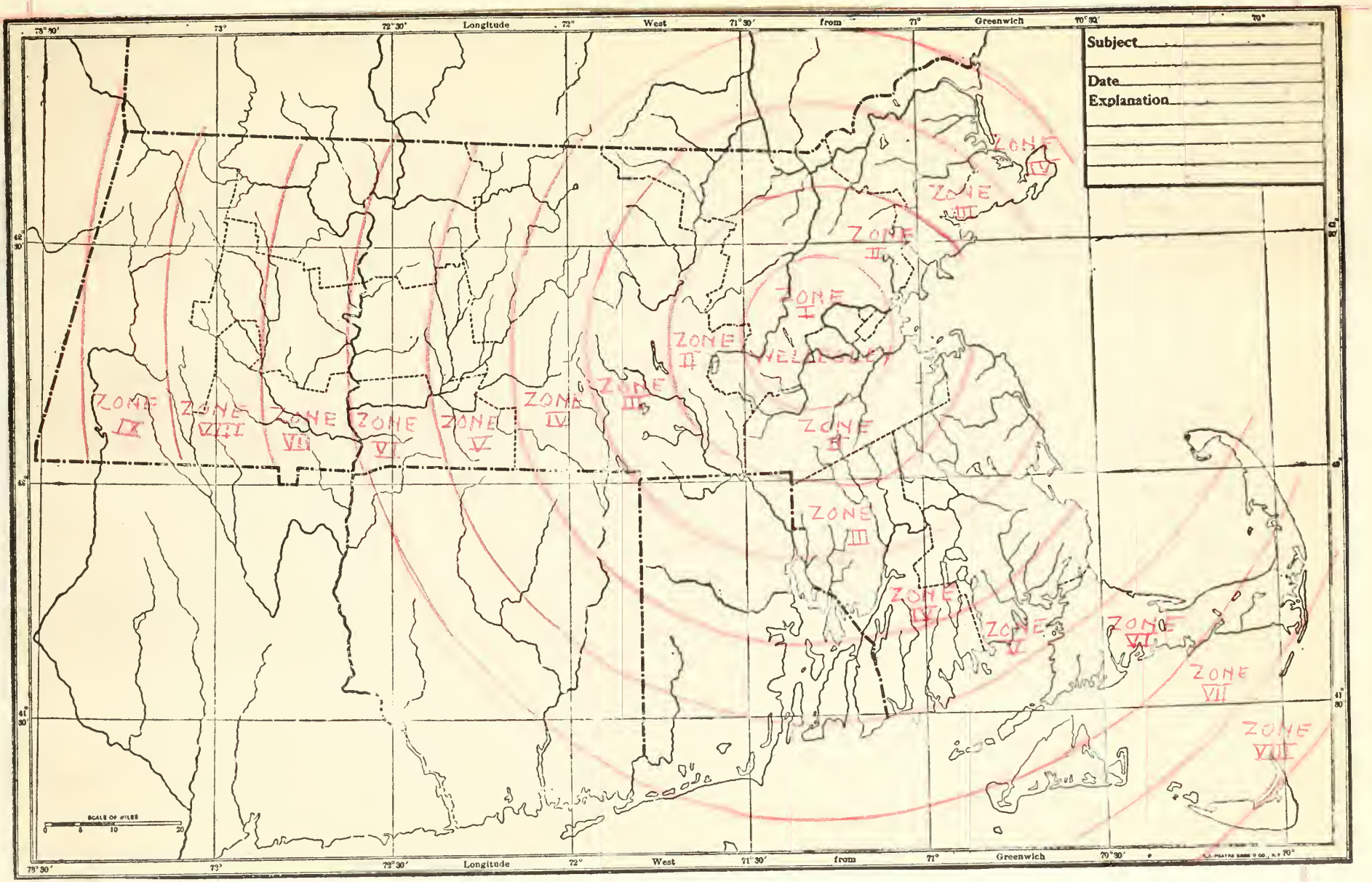


FIGURE 1

MAP OF MASSACHUSETTS SHOWING THE TEN MILE ZONES FROM WELLESLEY

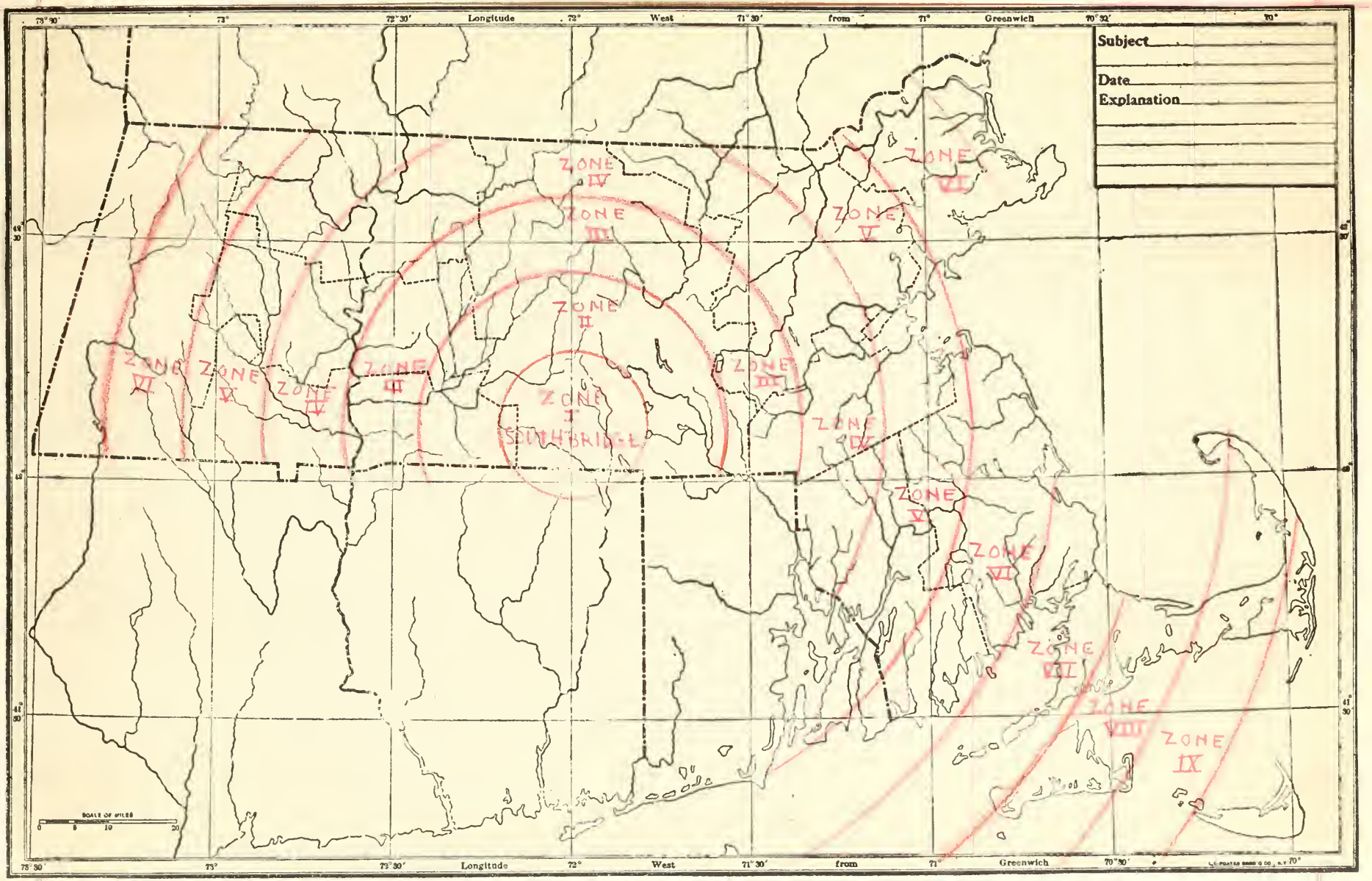


FIGURE 2

MAP OF MASSACHUSETTS SHOWING THE TEN MILE ZONES FROM SOUTHBRIDGE

It is to be noted that 11.97 per cent of the total number of pupils had not traveled outside of Zone I. This showed that they had not visited any city in Massachusetts more than ten miles from their home. It is interesting to see that this included 17.70 per cent of the Wellesley pupils and only 1.50 per cent of the Southbridge pupils. The largest percentage of all the pupils, or 19.15 per cent, had visited cities in Zone IV, which included cities 30 to 40 miles from their homes but still in Massachusetts. The next to the highest percentage of all the pupils, or 17.02 per cent, had traveled in Zone VI, or from 50 to 60 miles from home. Out of the total number of pupils, 19.15 per cent had traveled to a city in Massachusetts more than 60 miles from home. Approximately one-half of the Wellesley pupils had traveled to a city more than 40 miles from their home, while 39.89 per cent of the Southbridge children had traveled these same distances.

The study was also concerned with the most distant city in the United States that each pupil had visited. The cities mentioned were grouped into 300 mile zones. Figure 3 is a map showing the zones. Table XVI shows the number of boys and girls in both towns that had traveled in each of the nine zones.

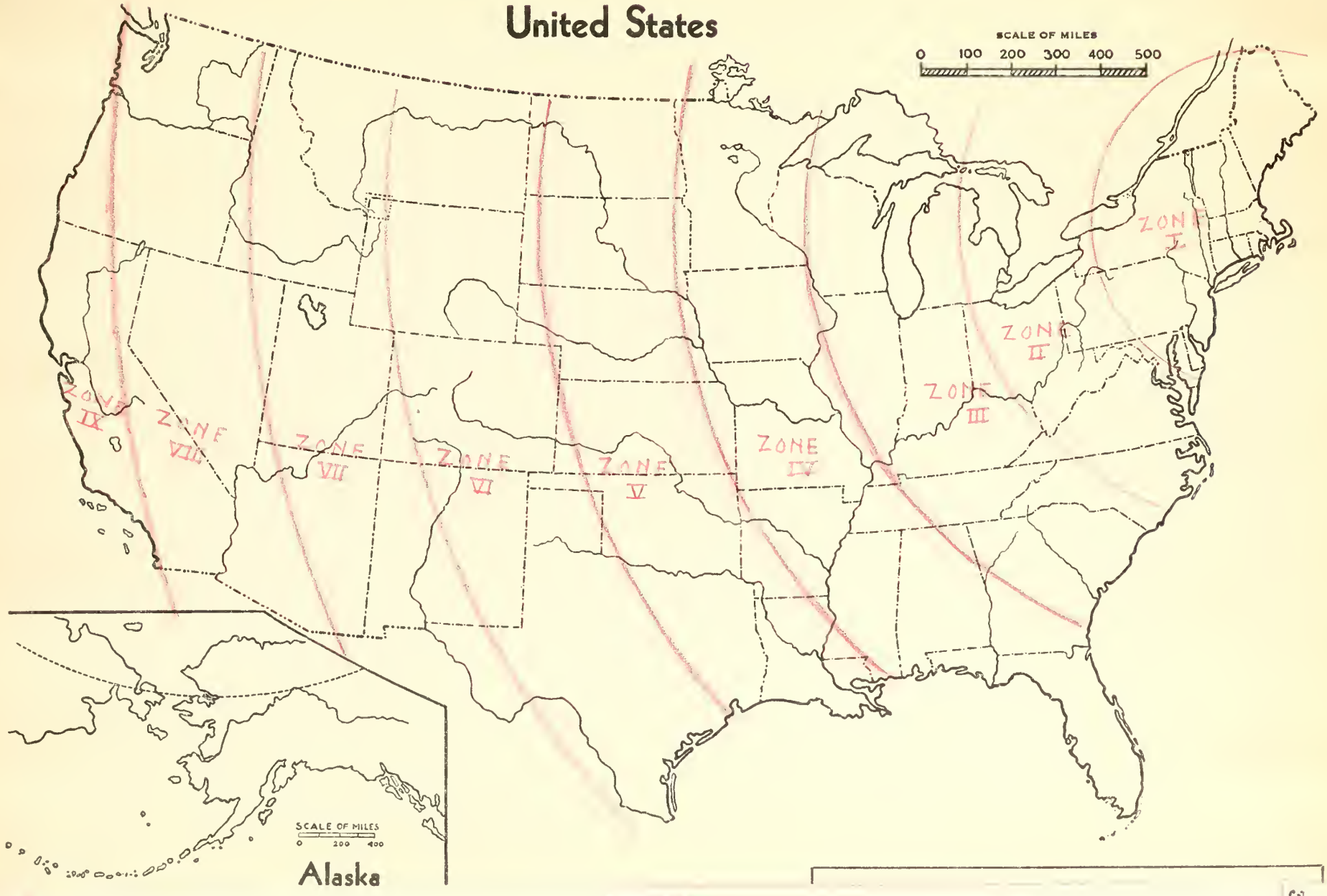


FIGURE 3

MAP OF THE UNITED STATES SHOWING THE 300 MILE ZONES

TABLE XVI

THE MOST DISTANT CITIES VISITED IN THE UNITED STATES BY THE FIFTH GRADE CHILDREN IN TWO TOWNS ARRANGED INTO 300 MILE ZONES

Zone	Mileage from home	Wellesley				Southbridge				Total Boys and Girls	Total Per Cent
		Boys	Girls	Total	Per Cent	Boys	Girls	Total	Per Cent		
I	0-300	63	62	125	56.44	63	44	107	80.45	232	61.70
II	300-600	17	14	31	12.76	2	2	4	3.01	35	9.31
III	600-900	5	6	11	4.53	2	1	3	2.26	14	3.72
IV	900-1200	8	4	12	4.94	0	0	0	0	12	3.19
V	1200-1500	3	6	9	3.70	3	0	3	2.26	12	1.33
VI	1500-1800	2	3	5	2.06	0	0	0	0	5	.53
VII	1800-2100	1	0	1	.41	1	0	1	.75	2	.27
VIII	2100-2400	1	0	1	.41	0	0	0	0	1	2.66
IX	2400-2700	2	8	10	4.12	0	0	0	0	10	15.10
No Answer		17	21	38	15.64	8	7	15	11.28	53	15.10
Total Pupils		119	124	243		79	54	133		376	

The largest percentage of the total number of pupils had traveled in Zone I. This indicates that the most distant city in the United States visited by 61.70 per cent of the pupils was within 300 miles from home. Southbridge had 29.01 per cent more children than Wellesley children included in this first group. The next largest percentage of the total number of pupils, or 9.31 per cent, had traveled in cities 300 to 600 miles from home. Wellesley had 12.76 per cent in this zone while Southbridge had only 3.01 per cent. Outside of the 600 mile radius, 20.17 per cent of the Wellesley pupils had traveled. Only 5.27 per cent of the Southbridge pupils had traveled outside the 600 mile area. No Southbridge

pupils had traveled in Zones IV, VI, VIII, and IX.

It is to be noted that 15.64 per cent of the Wellesley pupils and 11.28 per cent of the Southbridge pupils did not answer this question.

This study also revealed how many fifth grade children in both towns had never traveled outside of Massachusetts. Table XVII shows these results.

TABLE XVII

THE NUMBER AND PERCENTAGE OF THE TOTAL FIFTH GRADE GROUP (198 BOYS AND 178 GIRLS) IN TWO TOWNS NEVER HAVING TRAVELED OUTSIDE MASSACHUSETTS

	Boys	Per Cent	Girls	Per Cent	To-tal	Total Per Cent
Wellesley	5	4.20	10	8.06	15	6.17
Southbridge	11	13.92	4	7.41	15	11.28
Total	16	8.08	14	7.87	30	7.98

Out of the total pupils in both towns, 7.98 per cent had never traveled outside of Massachusetts. Southbridge had 5.11 per cent more pupils than Wellesley pupils who had never been out of their home state. Approximately the same percentage of the total number of boys and girls had never visited outside of Massachusetts. Taking the towns separately, Wellesley had 3.86 per cent more girls who had not traveled outside the state, and Southbridge had 6.51 per cent more boys who had not been out of Massachusetts.

Table XVIII shows how many fifth grade children in these towns had not traveled outside of New England.

TABLE XVIII

THE NUMBER AND PERCENTAGE OF THE TOTAL FIFTH GRADE GROUP (198 BOYS AND 178 GIRLS) IN TWO TOWNS NEVER HAVING TRAVELED OUTSIDE NEW ENGLAND

	Boys	Per Cent	Girls	Per Cent	To-tal	Total Per Cent
Wellesley	39	32.77	48	38.71	87	35.80
Southbridge	41	51.90	38	70.37	79	59.40
Total	80	40.40	86	48.31	166	44.15

Out of the total number of pupils in both towns, 44.15 per cent had not traveled outside New England. Southbridge had 23.60 per cent more pupils than Wellesley pupils that had never been out of New England. Considering the total number of boys and girls in both towns, 7.91 per cent more girls than boys had never been out of New England.

The information received from Part III of the questionnaire shows the percentage of fifth grade children in both towns that had visited each of the forty-eight states and the District of Columbia. Table XIX represents these results.

TABLE XIX

TOTAL NUMBER OF FIFTH GRADE CHILDREN IN TWO TOWNS
HAVING VISITED EACH OF THE FORTY-EIGHT STATES AND THE DISTRICT OF COLUMBIA

State	Wellesley Pupils	Wellesley Per Cent	Southbridge Pupils	Southbridge Per Cent	Total Pupils	Total Per Cent
Maine	128	52.67	32	24.06	160	42.55
New Hampshire	175	72.02	42	31.57	217	57.71
Vermont	91	37.45	22	16.54	113	30.05
Massachusetts						
Rhode Island	77	31.69	53	39.85	130	34.57
Connecticut	102	41.98	77	57.29	179	47.61
New York	128	52.67	36	27.07	164	43.62
New Jersey	48	19.75	11	8.27	59	15.69
Pennsylvania	60	24.62	17	12.78	77	20.48
Delaware	10	4.12	3	2.26	13	3.46
Maryland	28	11.52	1	.75	29	7.71
Washington, D.C.	33	13.58	3	2.26	36	9.57
Virginia	34	13.99	7	5.26	41	10.90
West Virginia	21	8.64	1	.75	22	5.85
North Carolina	18	7.41	4	3.01	22	5.85
South Carolina	16	6.58	3	2.26	19	5.05
Georgia	16	6.58	3	2.26	19	5.05
Florida	20	8.23	5	3.76	25	6.65
Ohio	30	12.35	6	4.51	36	9.57
Kentucky	14	5.76	1	.75	15	3.99
Tennessee	12	4.94	0	0	12	3.19
Alabama	7	2.88	2	1.50	9	2.39
Mississippi	5	2.06	1	.75	6	1.60
Michigan	15	6.17	4	3.01	19	5.05
Indiana	14	5.76	3	2.26	17	4.52
Illinois	15	6.17	3	2.26	18	4.79
Wisconsin	5	2.06	1	.75	6	1.60
Minnesota	4	1.65	0	0	4	1.06
Iowa	5	2.06	3	2.26	8	2.10
Missouri	9	3.70	0	0	9	2.39
Arkansas	4	1.65	0	0	4	1.06
Louisiana	4	1.65	3	2.26	7	1.86
North Dakota	1	.41	0	0	1	.27
South Dakota	2	.82	0	0	2	.53
Nebraska	6	2.47	1	.75	7	1.86
Kansas	5	2.06	1	.75	6	1.60
Oklahoma	5	2.06	1	.75	6	1.60
Texas	11	4.53	1	.75	12	3.19
Montana	2	.82	0	0	2	.53
Wyoming	6	2.47	0	0	6	1.60
Colorado	5	2.06	1	.75	6	1.60
New Mexico	2	.82	1	.75	3	.80
Idaho	2	.82	0	0	2	.53
Utah	5	2.06	0	0	5	1.33
Arizona	4	1.65	1	.75	5	1.33
Nevada	3	1.23	0	0	3	.80
Washington	4	1.65	0	0	4	1.06
Oregon	0	0	0	0	0	0
California	9	3.70	0	0	9	2.39
Total	243		133		376	

The highest percentage of the total number of pupils had visited in New Hampshire. The next highest percentage of pupils had visited in Connecticut.

The highest percentage of Wellesley pupils had traveled in New Hampshire. The highest percentage of Southbridge pupils had visited in Connecticut. Southbridge is located about six miles from the Connecticut state line. Due to this fact, one would expect many Southbridge children to have traveled in the State of Connecticut.

Wellesley had a higher percentage of pupils that had traveled in all the states but four. A larger percentage of Southbridge children had traveled in Rhode Island, Connecticut, Iowa, and Louisiana.

Table XX shows the total number of fifth grade pupils in both towns that had traveled outside of the United States.

TABLE XX

THE NUMBER AND PERCENTAGE OF THE TOTAL FIFTH GRADE GROUP (198 BOYS AND 178 GIRLS) IN TWO TOWNS HAVING TRAVELED OUTSIDE OF THE UNITED STATES

	Boys		Girls		Total	
Town	Number	Per Cent	Number	Per Cent	Number	Per Cent
Wellesley	40	33.61	38	30.65	78	32.10
Southbridge	16	20.25	3	5.56	19	14.29
Total	56	28.28	41	23.03	97	25.80

Approximately one fourth of the total number of pupils had traveled outside of the United States. Wellesley had

17.81 per cent more children than Southbridge children that had traveled outside of the United States. More boys than girls had been out of their country.

Table XXI shows how many fifth grade pupils in both towns had traveled in Canada.

TABLE XXI

THE NUMBER AND PERCENTAGE OF THE TOTAL FIFTH GRADE GROUP (198 BOYS AND 178 GIRLS) IN TWO TOWNS HAVING TRAVELED IN CANADA

	Boys		Girls		Total	
Town	Number	Per Cent	Number	Per Cent	Number	Per Cent
Wellesley	34	28.17	35	28.23	69	28.40
Southbridge	14	17.72	2	3.70	16	12.03
Total	48	24.24	37	20.79	85	22.61

Canada had been visited by 22.61 per cent of the total number of pupils. Wellesley had 16.37 per cent more pupils than Southbridge pupils that had traveled in Canada. Approximately the same percentage of boys and girls in Wellesley had been to Canada. In Southbridge 14.02 per cent more boys than girls had visited Canada. Out of the total number of boys and girls in both towns, only 3.45 per cent more boys than girls had visited our neighboring country to the north.

Table XXII shows the total number of fifth grade pupils in Wellesley and Southbridge that have traveled in countries outside of the United States and Canada.

TABLE XXII

THE NUMBER AND PERCENTAGE OF THE TOTAL FIFTH GRADE GROUP (198 BOYS AND 178 GIRLS) IN TWO TOWNS HAVING TRAVELED IN COUNTRIES OUTSIDE OF THE UNITED STATES AND CANADA

Town	Boys		Girls		Total	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
Wellesley	8	6.72	4	3.23	12	4.94
Southbridge	2	2.53	1	1.85	3	2.26
Total	10	5.05	5	2.81	15	3.99

Out of the total number of children, 3.99 per cent had traveled in countries outside of the United States and Canada. Travel outside of the United States and Canada had been experienced by 2.68 per cent more Wellesley pupils than Southbridge pupils. Approximately twice as many boys as girls had been out of the United States and Canada.

Table XXIII lists the countries outside of the United States and Canada in which the pupils had traveled. Each letter indicates the travel experiences of an individual child. The child's letter is placed beside the name of each one of the countries which he had visited.

TABLE XXIII

COUNTRIES OUTSIDE OF THE UNITED STATES AND CANADA IN WHICH THE FIFTH GRADE PUPILS IN TWO TOWNS HAD TRAVELED

	Wellesley			Southbridge			
Countries	Boys	Girls	To-tal	Boys	Girls	To-tal	Grand Total
Austria		I	1				1
China		J	1	M		1	2
Cuba	A	K	2				2
Egypt				M		1	1
England	B,C		2	M		1	3
France	B,C,D		3				3
Germany	B		1				1
Greece				N		1	1
Honolulu		J	1				1
Italy	E		1		O	1	2
Mexico	F,G	L	3				3
Netherlands				M		1	1
Panama	H		1				1
Philippine Is.		J	1				1
Sumatra				M		1	1
Switzerland	B,C		2				2
No. of different children	8	4		2	1		

Fifteen different pupils had traveled outside of the United States and Canada. Altogether sixteen different countries had been visited. The largest number of pupils to visit any one country was three. Three pupils had traveled in England, France, and Mexico.

One Southbridge boy had traveled in China, Egypt, England, Netherlands, and Sumatra. One Wellesley boy had traveled in England, France, Germany, and Switzerland.

CHAPTER V

SUMMARY AND CONCLUSIONS

The travel experiences of the fifth grade children in Wellesley, Massachusetts, and in Southbridge, Massachusetts, were surveyed by administering a questionnaire. A summary of the analysis of the data follows:

1. 99.20 per cent of all pupils had been for a ride on a bus.
2. 79.79 per cent of all pupils had been for a ride on a train.
3. 72.87 per cent of all pupils had been for a ride in a subway.
4. 55.32 per cent of all pupils had been for a ride in a canoe.
5. 43.09 per cent of all pupils had been for a ride on a ferryboat.
6. 30.32 per cent of all pupils had been for a trip on a passenger boat on the ocean.
7. 12.50 per cent of all pupils had been for a trip on an airplane.
8. 11.17 per cent of all pupils had been for a ride on an aerial tramway.
9. A larger percentage of Wellesley pupils than Southbridge pupils had traveled by the eight kinds of transportation listed.
10. A larger percentage of boys than girls had traveled by canoe, ferryboat, passenger boat, and airplane.
11. A larger percentage of girls than boys had traveled by bus, subway, train, and aerial tramway.

12. 88.83 per cent of all pupils had been to Boston, Massachusetts.

13. 50.53 per cent of all pupils had been to Plymouth, Massachusetts.

14. 44.41 per cent of all pupils had been to Concord and Lexington, Massachusetts.

15. 35.64 per cent of all pupils had been to New York City.

16. 9.57 per cent of all pupils had been to Washington, D. C.

17. A larger percentage of Wellesley children than Southbridge children had visited all cities in Part I.

18. A larger percentage of boys than girls had visited Boston, New York City, and Concord and Lexington, Massachusetts.

19. A larger percentage of girls than boys had visited Washington, D.C., and Plymouth, Massachusetts.

20. A larger percentage of Wellesley pupils than Southbridge pupils had visited cities in Massachusetts farther away from their home town.

21. A larger percentage of Wellesley pupils than Southbridge pupils had visited cities in the United States farther away from their home.

22. 7.98 per cent of all pupils had never traveled out of Massachusetts.

23. More boys than girls had never traveled out of Massachusetts.

24. More Southbridge pupils than Wellesley pupils had never traveled out of Massachusetts.

25. 44.15 per cent of all pupils had never traveled out of New England.

26. The largest number of pupils had traveled in the states of New Hampshire and Connecticut.

27. More girls than boys had never traveled out of New England.

28. More Southbridge pupils than Wellesley pupils had never traveled outside of New England.

29. Wellesley had a higher percentage of pupils that had traveled in all but four of the forty-eight states and the District of Columbia.

30. 25.80 per cent of all pupils had traveled outside of the United States.

31. A larger percentage of Wellesley pupils than Southbridge pupils had traveled outside of the United States.

32. More boys than girls had traveled outside of the United States.

33. 22.61 per cent of all pupils had traveled in Canada.

34. A larger percentage of Wellesley children than Southbridge children had traveled in Canada.

35. More boys than girls had traveled in Canada.

36. 3.99 per cent of all pupils had traveled in countries outside of the United States and Canada.

37. A larger percentage of Wellesley children than Southbridge children had traveled outside of United States and Canada.

38. More boys than girls had traveled outside of the United States and Canada.

39. Sixteen countries outside of the United States and Canada had been visited by the pupils.

40. The majority of the children had not traveled more than 300 miles from home.

41. In all phases of the survey, Wellesley children had experienced more travel than the Southbridge pupils.

42. Considering the study as a whole, there was no marked difference in the total travel experiences of the boys and girls.

The following conclusions may be made:

1. Children need to travel more extensively in order to make their geography and history more meaningful.

2. Teachers need to encourage more travel through well taught geography courses that will arouse the pupils' desires to go and see the world about them.

3. A way must be found to direct travel along educational lines.

4. The teacher should enrich the social studies program by planning worth while trips and excursions that relate to the units of study.

5. Pupils who have traveled should share their experiences with others.

6. Films and filmstrips must be used to supplement the limited travel experiences.

7. People who have traveled in places you are studying about should be invited to tell their experiences to the pupils.

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